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ABSTRACT

This book presents 17 selected papers from recent issues of the journal, "Focus on Exceptional Children," concerning current and emerging challenges facing the field of special education. The book is organized in two parts. Part 1, "Contemporary Challenges," includes the following articles: "Transitions in Early Childhood Special Education: Issues and Procedures" (Mark Wolery); "Implementing Services for Infants and Toddlers with Developmental Delays" (Ron Colarusso and Thomas Kana); "The Challenge of Effective Programming for the Missouri Project--Parents as Teachers" (Vicki Ehlers and Micca Ruffin); "General Education Collaboration: A Model for Successful Mainstreaming" (Richard Simpson and Brenda Smith Myles); "Rethinking the Relationship between Consultation and Collaborative Problem Solving" (Marleen Pugach and Lawrence Johnson); "A Collaborative Model for Students with Mild Disabilities in Middle Schools" (Alan White and Lynda White); "Rethinking Secondary School Programs for Students with Learning Disabilities" (Naomi Zigmond); and "Innovative Technology for Secondary Students with Learning Disabilities" (John Woodward and Russell Gersten). Part 2, "Emerging Challenges," includes: "The Crisis in Special Education Knowledge: A Perspective on Perspective" (Thomas Skrtic); "Curriculum-Based Measurement and Problem-Solving Assessment: Basic Procedures and Outcomes" (Mark Shinn and Dawn Hubbard); "Special Education Decision Making and Functional/Behavior Assessment" (Daniel Reschly); "Attention Deficit Disorder: Issues and Questions" (Janet Lerner and Sue Lerner); "Students with Traumatic Brain Injury: Making the Transition from Hospital to School" (Mary Mira and Janet Siantz Tyler); "Strategies for Educating Learners with Severe Disabilities within Their Local Home School and Communities" (Jacqueline Thousand and Richard Villa); "Providing Education to Students with Complex Health Care Needs" (Donna Lehr); "Depression in Children and Adolescents: Identification, Assessment, and Treatment" (John Maag and Steven Forness); and "Disadvantaged Gifted Learners: At Risk for Educational Attention" (Joyce VanTassel-Baska and others). (PB)

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